THE EFFECTIVENESS OF AN EDUCATIONAL PROGRAM BASED ON THE VISUAL APPROACH IN DEVELOPING SOCIAL INTERACTION AMONG THIRD-STAGE STUDENTS IN THE DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL SCIENCES

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Abstract
This research aims at the effectiveness of an educational program based on the visual approach in developing social interaction among third-stage students in the Department of Educational and Psychological Sciences. The researchers intentionally chose the Department of Educational and Psychological Sciences in the College of Education for Humanities, University of Tikrit to represent the research community, then chose the third stage, and the research sample amounted to (92) students. and the sex variable). The researchers prepared the social interaction test, in its final form, consisting of (11) items. The researchers verified its validity and reliability. The researchers used statistical methods, including (the t-test for two independent samples). After analyzing the results statistically, the researchers concluded the following: There are statistically significant differences at the level of significance (0.05) between the mean scores of the students of the two research groups in the social interaction test, in favor of the experimental group. As an extension and completion of the research, the two researchers suggested conducting a number of studies, including: The effectiveness of an educational program based on the visual approach in acquiring the concepts of measurement and evaluation subject among educational and psychological students in developing their mathematical thinking.

Keywords: educational program, visual input, social interaction

INTRODUCTION

FIRST: THE RESEARCH PROBLEM

The teaching process in universities is no longer a matter of receiving abstract information. Rather, many psychological influences and factors affecting receiving information, academic achievement, and the student's impulsiveness to receive that information have emerged. The issue of teacher preparation and qualification is at the forefront of higher education development projects in many countries of the world, and the teaching is considered the main axis in the educational process. Which depends on improving it and making it positive and useful in line with the nature of life and the changes taking place in societies, especially technological and scientific developments.

Social interaction expresses the cultural and social environments for students and teachers alike, and the success of any educational process within the classroom depends on the amount of communication and interaction between the teacher and his students. Social interaction because what teachers study during their preparation in the colleges of education of vocational courses they do not acquire in a correct way, and therefore it is difficult to translate what they studied theoretically into a practical aspect when they go to the school field to apply practical education in the field. (Godeh, 2019: 92).

Therefore, the two researchers decided to make a quantum leap in teaching the subject of teaching methods, and to conduct their research (the effectiveness of an educational program based on the visual approach in developing social interaction among third-stage students in the

Department of Educational and Psychological Sciences) in the hope that it will address this problem, or limit it.

Second: the importance of research

Education is a social, political and economic process. It is society's means to change its reality, and to consolidate the rules of morals and ideals. Its aim is to advance society by refining the individual and developing his strengths and talents through experiences and knowledge of high value. It prepares students as citizens, qualified and trained, capable of work, production and development in The society to which they belong, as well as giving life to its various institutions and facilities, preserving its culture and civilizational heritage, contributing to the continuity of political regimes, ensuring their stability, and achieving states' national aspirations and future aspirations (Bani Amer, 2013: 11).

Therefore, education is considered a sub-system of the larger system (society) and is affected by societal data to form real challenges that affect the internal and external adequacy of the educational system.

And the need created the need for teachers to use educational programs that suit reality according to the conditions of the contemporary world, and accordingly we find that many studies dealt with educational programs and adapted teaching models to implement these programs due to the importance and effectiveness of teaching models in presenting programs in an effective manner and producing effective results for those programs that are developed within the framework Educational models (Abu Jado, 2003: 160).

The visual-spatial approach is one of the approaches that focuses on the use of various visual activities such as pictures, video clips, concept maps and similarities, which makes the learning process more enjoyable and positive in terms of the involvement of more than one sense when delivering information (Barakat, 2006: 33).

As a result of the expansion of the concept of teaching and education, the task of the teacher has increased. The modern teacher is a teacher who has multiple roles and is supposed to be able to perform them, especially when interacting with his students inside and outside the classroom. Therefore, the teacher is concerned with various interactions and their occasions, and the interaction of the teacher with his students is of importance in the learning and teaching process. Therefore, The pattern and quality of this interaction is effectively determined by the educational situation, trends, interests, and some educational features and characteristics (Qatami et al., 2008: 333).

The topic of social interaction is one of the positive educational innovations that contributed to ridding the teacher of the role of the teleprompter who possesses knowledge, who bears the task of education because he is the owner of the authority, and to change the perception of the student and transform him from a responsive recipient waiting for what the teacher offers him to an active participant and initiator, as interaction helps communication And the exchange of opinions and the transfer of ideas among students, which contributes to the development of levels of thinking and increases their vitality in the educational situation (Al-Jaghoub, 2002: 62-65).

Social interaction received great attention from researchers and those interested in the field of classroom education, and their research included tools for monitoring social interaction in its patterns, as Flanders developed a decimal system for monitoring social interaction and its method of measurement in 1961, as it provided the distinctive tool with high honesty, and most of the research that followed it relied on the Flanders system with some additions And the amendments, such as the studies of Galloway 1962, Konnan and Kumar 1985, and others. (Abu Hilal, 1979: 12).

The university is one of the educational and educational institutions that is considered as the driving force for human development, progress, development, and sophistication for the development of society in all its scientific, cultural, social, economic, and political aspects. Especially in university institutions, it has a great impact on the progress and development of every nation in all aspects, as cognitive education for undergraduate students represents the most important real wealth by which the strength of every country in the world is measured, as it is an important means and an imperative necessity for many justifications, including the preparation of

the individual and Helping him to grow in a balanced manner in all respects to face the various and multiple problems of life according to the modern educational perspective (Hallous, 2015: 4).
The researchers believe that the faculties of education have a more prominent role than the rest of the other faculties because they graduate teachers who play the most prominent role in the upbringing of society, and they have great responsibilities.

The researchers chose the third stage students as a sample for their research. Because it is one of the important stages in the formation of their personality in their professional future, which can contribute to building students who are future leaders, as the researcher believes that enabling students to social interaction may make them well-prepared professors in the future, and this will reflect positively on their students.

Third: the aim of the research

The research aims to identify:

The effectiveness of an educational program based on the visual approach in developing social interaction among third-stage students in the Department of Educational and Psychological Sciences
Fourth: the research hypothesis
To achieve the aim of the research, the researchers set the following zero hypotheses:

1. The first null hypothesis: There is no statistically significant difference at the level (0.05) between the mean scores of the students of the experimental group who study according to the educational program based on the visual approach and the average scores of the students of the control group who study in the traditional program in the social interaction test.
2. The second null hypothesis: There is no statistically significant difference at the level (0.05) between the averages of the pre and post tests for the scores of the experimental group whose students are studying according to the educational program based on the visual approach in the social interaction test.

Fifth: Research limits

This research is determined by:

1. The Human Limit: Students of the third stage - Department of Educational and Psychological Sciences - College of Education for Humanities>
2. Spatial limitation: Department of Educational and Psychological Sciences - College of Education for Human Sciences - University of Tikrit.
3. The time limit: the first semester of the academic year (2022-2023).
4. Knowledge Limit: the vocabulary of the teaching methods subject, which was mentioned in the sectoral and issued by the Ministry of Higher Education and Scientific Research.

Sixth: Define terms
First: the visual approach: “an introduction to teaching and learning through which information and ideas can be presented in a visual form through the visual media provided by e-learning, which allows the student to identify, describe and analyze that information and make visual and mental representations of it, and link it to his previous experiences in his knowledge structure.” (Abdul Malik, 2010: 157).
The procedural definition of the visual approach: It is a set of organized and planned strategies adopted by the researcher when teaching the educational program to the students of the experimental group, the third stage in the students of the Department of Educational and Psychological Sciences at the University of Tikrit in order to achieve the goals assigned to the educational program.
Second: Development: “a gradual change for the better within a conscious community process aimed at reaching a better linguistic level than the previous one” (Hijazi, 1997: 22).
Third: Social Interaction: Social interaction was defined by: Al-Farabi and others: as “a group of forms and manifestations of communicative relations between the teacher and his students, and it includes the pattern of verbal and non-verbal transmission, as well as the means of communication

in space and time, and it aims to exchange or communicate experiences, knowledge, experiences and attitudes. and transfer it, as the effect aims (Al-Farabi et al.,

The procedural definition of classroom interaction: the amount of improvement achieved in the performance of third-stage students in the Department of Educational and Psychological Sciences at the University of Tikrit in social interaction after passing through the educational program, and it is measured by the grades obtained by the students of the research sample - the experimental group - when they respond to the items of the social interaction test prepared by the researcher. .

THE SECOND CHAPTER COVERS THEORETICAL ASPECTS AND PREVIOUS STUDIES

First: Theoretical aspects: The theoretical aspects are of great importance because of the great benefit it has for the researcher and the scholars, as through his method the researchers are able to determine his research tool and the scientific hypotheses that result from its realization. The theory related to that axis is as follows:

The first axis: the educational program: -

Participants in the educational program process: -

A group of individuals related to education participates in the effectiveness of the educational program. This group consists of:

1. The instructional designer: He is the one who sets the work plan and has the ability to manage all aspects of the education design process while drawing educational procedural methods and depicting them in maps (Jameh, 2010: 70)
2. The teacher: He is the person or the team for whom the teaching plan was developed, and he has full briefing about the learning that is to be taught with the instructional designer (Jameh, 2010: 70), and the teacher works to provide the learners with the educational plans to implement them and to achieve the goals of learning and teaching (Qatami et al. (2008: 11)
3. Learning competence: He is responsible for the accuracy of the content or topic of the lesson and related materials (Jameh, 2010: 70) as well as he is the qualified person who can provide information and resources related to specialized topics and related fields for which teaching will be designed (Qatami et al., 2008: 11)
4. Evaluator: He is the person responsible for the process of follow-up, evaluation and feedback (Qatami et al., 2008: 11).

Auxiliary means in the educational program: There are four means that help the teaching designer to better prepare his program, and they affect education during and after the learning process, and among these means: -

1. Feedback: It means providing the learner with qualitative numerical or descriptive information about the extent of his progress and the extent to which he achieves his goals in the form of educational outcomes, and its usefulness is that it helps the learner to improve his performance. Two performance tests are performed or during the teaching process (formative evaluation) through which he can learn Details of learners' weaknesses or strengths, or any observations about him.
2. The available facilities and capabilities: The available material capabilities, devices, equipment, and educational means mean that the availability of these facilities and capabilities helps to significantly improve the performance of the learners, and to consolidate what they have learned in their minds.
3. Incentives: They are of two types: material and moral, and they are very important in improving the performance of learners because the behavior of the individual is greatly affected by these incentives. (Al-Hamouz, 2004: 152), so teachers should make an extra effort to arouse the interest of the learners, and the incentives can take multiple forms, such as using phrases of praise, giving reinforcement marks, certificates of appreciation, or writing the names of the outstanding students on the board of the outstanding.
4. Directions: The educational program must be consistent and compatible with the desires and attitudes of the learners because this leads to improving their performance. The presence of

positive attitudes towards the educational program helps tangibly to achieve the process of assimilation, and the learner's interaction with the program and helps him to engage in learning and training to a large extent and helps him to Focusing his attention and all of this contributes to the success of the educational and training program. (Al-Hamouz, 2004: 152-153).

The second axis is the visual approach: the philosophy of the visual approach:

"Jean Piaget" believes that the child is born with a set of visual abilities that must be employed, and work to expand his mental cognitive structure through the representation process as it is responsible for receiving information and placing it in cognitive structures, and the matching process as it is responsible for modifying the cognitive structure; To fit with the new stimuli, representation and harmonization are two processes that complement each other, so that the cognitive structure becomes more capable of forming concepts, so it encourages the activation of mental processes and mental functions in a way that helps the learner to make visual representations of information, and the use of visual activities such as: illustrations, diagrams, modeling, and images; To represent abstract ideas theoretically. (Zaytoun, 2002: 188) In terms of the theory of brain-based learning, which is concerned with how the brain works, attention was paid to the visual input as it helps to activate the functions of the right hemisphere responsible for visual abilities in an integrated manner with the left hemisphere responsible for verbal operations, which leads to To make visual connections, and to form mental perceptions of topics and concepts and process them in the mind, which contributes to meaningful learning. (Darwish, 2013: 230)

Optical input characteristics:

The characteristics of the optical entrance are as follows:

1. It depends mainly on the sense of sight.
2. Focus on organizing ideas and information into visual representations and diagrams.
3. It helps in forming new relationships based on the previous knowledge.
4. Moving the learners' thinking from the concrete to the abstract.
5. Creating new events and ideas from previous facts and experiences. (Darwish, 2013: 230)

The third axis: social interaction: the education process represents a process of communication and permanent and mutual interaction between the teacher and his students, and between the students themselves, and given the importance of social interaction in the education process, this topic has occupied an important position in the fields of study, and the results of many studies have confirmed the necessity of mastering the teacher Communication skills and social interaction, and a teacher who does not master these skills, it is difficult for him to succeed in his educational tasks. The effectiveness of classroom learning depends on the teacher's skill in employing different interaction patterns in stimulating students' motivation to learn, increasing their participation in educational activities, enhancing their learning and helping them to retain and transfer it. And employing it, as well as in improving the attitudes of these students towards teachers and the school, and the teacher constitutes one of the main sources for student learning and directing this learning through their interaction with him, within the framework of the planned educational goals and activities, and the interaction that occurs between students and the teacher in the classroom leads to forces that can be observed and evaluated, These forces shape the dynamics of teaching and learning (Al-Hayla, 2014: 271).

Factors provoking class interaction: The factors provoking social interaction are:

1. The family's acceptance of the school and the community's interest in students' enrollment in the school.
2. Providing a safe atmosphere free from fear and anxiety, and allowing the expression of joy resulting from reaching and achieving the goal.
3. Introduce some changes in the class.
4. Education should have meaning for children in the way they prefer, and education should have meaning for them if it meets their needs and desires.
5. Assigning students to do works that they are capable of and that require works of thought.

6. The student should have the opportunity to achieve many successes so that it inspires him and makes students care about what they learn and not only pay attention to grades. (Abu Samour, 2015: 99).

Second: Previous Studies: -

First: A study that dealt with the visual approach, which is a study: Afana (2001), which was held in Jordan. The study aimed to identify the effect of using the visual approach on developing the ability to solve and maintain mathematical problems. The research community consisted of 116 male and female students, and the research tool was to test the ability to solve Mathematical problems, while the statistical methods used in the research were the t-test for two independent samples, the difficulty coefficient, the power of discrimination coefficient, the chi square (Ca2), and the Pearson correlation coefficient, and the results showed the superiority of the experimental group over the control group in the ability of mathematical problems.

Second: A study dealing with social interaction, Besbes and Abu Jaber (2021): Naour Brigade / Jordan Getting to know microblogs) in the achievement of fifth grade students in Jordan in science and in their classroom interaction Achievement test for science Subject social interaction test for Flanders (30) students The analysis of variance accompanying one-sided analysis, the arithmetic mean, and the standard deviation in the achievement test and the social interaction test outperformed the experimental group that studied microblogging over the control group.

Chapter three research methodology and procedures

Descriptive Approach: To achieve the first objective of the research, which is to build an educational program based on the visual approach to developing social interaction, the researchers followed the descriptive approach. The suitability of this approach to the requirements of the research, as it is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it in numbers through collecting data and information, analyzing and interpreting it in an accurate scientific way. The curricula are widely used due to their relevance to the issues and problems related to this aspect. (Al-Manizil and Al-Atum, 2010: 269).

First: Procedures for building the educational program:

After examining the educational resources and previous studies that included building programs, the two researchers reached an almost general agreement regarding the stages of building them, represented by the following steps:

1. Program planning stage (analysis and design): This stage is one of the important stages in the process of building the program, as information is collected, analyzed and explained at this stage. In order to reveal the basic paths that should be focused on by the author of the curriculum. (Abu Huwaij et al., 2000: 195) This stage included the following:

2. Examination and study of previous programs: The two researchers reviewed some of the programs obtained from the literature, previous studies that dealt with building programs in general, and programs that dealt with teaching methods in particular. In order to benefit from them in building the educational program, the two researchers discussed a group of specialists in educational and psychological sciences when setting up a mechanism for preparing the educational program according to sound educational and psychological foundations.

3. Determining the starting points of the program: The proposed program is based on a number of starting points:

▫ Weakness of students in this subject, and their poor possession of social interaction skills.▫

▫ The element of suspense provided by the program through the multiplicity of its activities and the transition between them through the use of charts, drawings and pictures.▫

▫ Keeping away from boredom by using the program in teaching, and repeating the usual lessons according to the method.▫

Program components: The current educational program consists of objectives, content, teaching methods and strategies, educational activities, training, and evaluation methods.

A- Program Validation Stage: The two researchers were keen to verify the validity of the educational program (its validity), by presenting it through constructive procedural stages to a group of arbitrators and specialists in curricula and teaching methods to express their opinions and suggestions. The researchers took it into account and made adjustments in light of it.

Second: Procedures that define the effectiveness of the proposed program:

Experimental approach: In order to achieve the objectives of the program, which is to identify the effectiveness of the educational program in social interaction among third-stage students in the Department of Educational and Psychological Sciences, the researchers followed the experimental approach. As the best research methodology in solving educational problems, and in this type an attempt is made to control all the basic factors affecting the variable or the dependent variables in the experiment except for one factor that the researcher controls and changes in a certain way with the aim of determining and measuring its effect on the dependent variable or variables, so it is defined as experimental research That it is: an exact intentional modification of the specific circumstances of an accident and the interpretation of the changes that occur in this incident as a result (Al-Azzawi, 2008: 109).

a- Experimental design

The researchers expect to reach honest and useful conclusions, but at the same time he would like to achieve this goal with a high level of efficiency (Dawood, 2011: 119), so the researchers adopted an experimental design with partial control, which is the design of the control group with a pre and post test. What is shown in Figure (1)

the group	Pre-test for me	the independent variable	dependent variable	Post-test
Experimental	Social interaction	educationl programs	Social interaction	Interaction for my class
control		the usual way		

Figure (1) The experimental design adopted in the research

The research community and its sample

1. Research community

The research community means all the individuals, things, or persons who constitute the subject of the research problem, which are all the elements related to the study problem that the researcher seeks to generalize the results of the study to (Abbas et al., 2011: 218), and the current research community includes students of the third stage in the science department educational and psychological in the College of Education for Humanities / morning study, University of Tikrit for the academic year 2022-2023, and the number is (92) students divided into two divisions, as the researchers visited the presidency of the Department of Educational and Psychological Sciences, University of Tikrit according to the letter issued by the presidency of the University of Tikrit / College of Education for Humanities / Postgraduate studies It was agreed with the department presidency to teach the subject of teaching methods, and after the two researchers visited the Department of Educational and Psychological Sciences, they were provided with the necessary information.

2. Research sample

A- The basic sample: The correct key to reaching the results and the possibility of generalizing them to the researched community depends on the researcher's ability to choose the correct sample in terms of type, size and method of drawing (Al-Najjar, 2010: 103). The sample is defined as a sample that represents an aspect or part of the units of the original community. Concerned with the research and its representative so that it bears its common characteristics, and this part or model enriches the researcher from studying all the units, the vocabulary of the original

community, especially in the difficulty or impossibility of studying all the units (Rabee, 2006: 165). Educational and Psychological / College of Education for Human Sciences / University of Tikrit, so the third stage was in the Department of Arabic Educational and Psychological Sciences on two divisions, namely (A-B), and by random drawing method, Division (A) became the experimental group with (44) students, which are taught according to The educational program, and Division (B), the control group of (48) students, which are taught according to the usual method.

B- The exploratory sample: The importance of the exploratory sample comes in the application of the tests that the researcher builds to ensure their psychometric characteristics (honesty, stability, and discriminatory power). Education for the humanities.

3- The equivalence of the two research groups (internal integrity of the experimental design)

Before starting the experiment, the two researchers conducted a statistical equivalence between the students of the two research groups in some variables that the educational literature and previous studies indicated that they affect, or may affect the results of the research, and the variables were as follows:

A- The chronological age of the students calculated in months. To ensure that the students of the two research groups are equal in this variable, the researchers used the T-test equation for two independent samples. The ages of the control group students are (261.29) months. This indicates that the difference is not statistically significant at the significance level (0.05) and the degree of freedom (90), as the calculated (T) value was (0.16) smaller than the tabular value of (1.98), which indicates that the two research groups are statistically equivalent in the chronological age of the two research groups in general, and Table (1) shows this

the group	Sample volume	standard deviation	SMA	t values		degrees of freedom	Significance at level (0,05)
				calculated	Tabular		
Experimental	44	9,65	260,98	0,16	1,98	90	Not statistically significant
control	48	9,27	261,29				

A- Controlling extraneous variables (external integrity of the experimental design): Extraneous variables are those variables that affect the dependent variable, which is a kind of independent variable that does not enter into the design of the study, and is not subject to the control of the researcher, but affects the results of the study, or the dependent variable in an ineffective way. It is desirable, and the more the researchers succeed in identifying the overlapping variables, the more this will help in the validity of the designs and the stability of its results. (Al-Nabhan, 2004: 248), so the researchers tried to control the non-experimental variables, and the most important of these variables:

1. Processes related to maturity: Because the two research groups were subject to a uniform period of time, this factor had no effect on that.

2. Selection of the sample: The two researchers tried to control this variable by selecting the sample at random, and making it statistical equivalence for the two research groups in the aforementioned variables, in addition to the homogeneity of the students of the two groups in the social, economic and cultural aspects to a large extent. Because they belong to one social environment.

3. Experimental extinction: The experiment was not exposed to any female student leaving or interrupting, except for cases of individual absence to which the students of the research sample were subjected in small proportions.

4. The conditions of the experiment and the accompanying accidents: The application of the experiment was not accompanied by such circumstances, which made it possible to avoid the effect of this variable.
5. Measurement tool: The researchers used a unified tool. To measure the dependent variable prepared by the researchers, to measure social interaction.
B- The effect of the experimental procedures: The researchers were keen to reduce this factor in the course of the experiment by adjusting a number of procedures. To ensure the safety of the experiment and the accuracy of its results, as follows:
1- Scientific material: The material was unified for the two research groups, and it consisted of lessons for the development of social interaction.
2- Distribution of lectures: The researchers adopted the weekly schedule applied in the Department of Educational and Psychological Sciences without changing it, as the researchers taught one lecture per week, with one lecture for each group on the same day.
3- The teacher: Assigning a teacher to each group may affect the dependent variable. As a result of the effectiveness of the teacher and his mastery of the study material or the elements of his personality, therefore, one of the researchers taught the two research groups to avoid the effect of this variable.
4- Teaching aids: The teaching aids were unified and identical between the two groups, namely: the blackboard and its pens, colored clips, pictures, the portable calculator (laptop), and the overhead display (data show).
5- University building: The experiment was applied in one building in the Department of Educational and Psychological Sciences - College of Education for Human Sciences - University of Tikrit, as the classrooms were adjacent and similar, in terms of space, number of windows, lighting, ventilation, number, type and size of seats.
6- Duration of the experiment: The duration of the experiment was unified for the two research groups, which is the first semester, as it began on Sunday, corresponding to 10/16/2022, and ended on Thursday, corresponding to 1/12/2023 AD.
C- Requirements of the experiment: One of the requirements of the research is to prepare the teaching plans for the two research groups, which are:
• Study plans: The researchers prepared lessons to teach the experimental group according to the educational program.
Research tool: The two researchers will clarify the research tool in order to achieve the desired objectives of the research and its hypotheses, and this is required by the social interaction tool: as follows:
Social interaction test: The two researchers worked on preparing the social interaction test, due to the lack of a ready-made test, and after the researchers reviewed the literature and some previous studies, and consulted specialists in educational and psychological sciences, measurement and evaluation, and after checking the psychometric characteristics of the test in terms of validity and stability, and calculating the power of discrimination The paragraph, and its internal consistency, became the test in its final form, consisting of (11) items.
Statistical means: The researchers used the following statistical methods: The t-test equation (Test.T) for two independent samples: The researchers used this method to find out the significance of the statistical differences between the two groups of research when statistical equivalence and in analyzing the results and chi-square (Ca2): The researchers used chi-square (Ca2) In the equivalence of the two research groups in the gender variable and Cronbach's alpha equation: The researchers used the Vachronbach equation to find the stability of the social interaction test
The fourth chapter presents the results, conclusions, recommendations and proposals
This chapter includes presenting the results reached by the two researchers in the light of the research objectives and hypotheses and the interpretation of those results, and then presenting the conclusions, what the researchers recommend, up to the proposals he proposed to complete the requirements of this research.

1. The first null hypothesis: There is no statistically significant difference at the level (0.05) between the average scores of the experimental group students who study according to the educational program based on the visual approach and the average scores of the control group students who study in the traditional program in the social interaction test.

To validate this hypothesis, the researcher used the t-test for two independent samples. The results indicated that there was a difference between the mean scores of the students of the experimental group, which amounted to (27.39) and the mean scores of the students of the control group, which amounted to (22.92), as the t value was The calculated value of (8.74) is greater than the tabular value of (1.98) at the level of significance (0.05), and the degree of freedom (91). That is, the proposed program had a positive impact on social interaction. Thus, the second main null hypothesis is rejected and its alternative is accepted, and Table (3) illustrates this.

Table (2) The arithmetic mean, standard deviation, the two T-values (calculated and tabular), the degree of freedom, and the statistical significance of the scores of the students of the two research groups in the social interaction test

the group	Sample volume	standard deviation	SMA	t values		degrees of freedom	Significance at level (0,05)
				calculated	Tabular		
Experimental	44	2,52	27,39	8,74	1,98	90	Statistically significant
control	48	2,39	22,92				

1. The second null hypothesis: There is no statistically significant difference at the level (0.05) between the averages of the pre and post tests for the scores of the experimental group whose students are studying according to the educational program based on the visual approach in the social interaction test.

In order to validate this hypothesis, the researcher used the t-test for two interrelated samples. The results indicated that there is a difference between the mean scores of the experimental group students in the pre-test, amounting to (22.89) and their average scores in the post-test, which amounted to (27.39). The calculated t-value of (21.23) was greater than the tabular value of (2.04) at the level of significance (0.05), and the degree of freedom (43), and this indicates that there is a statistically significant difference between the mean scores of the students of the experimental group in the pre and post tests. To test the social interaction, and in favor of the post-test, and Table (3) shows this.

This means that the experimental group, who teaches its students according to the educational program based on the visual approach, in the post-social interaction test to develop social interaction, outperformed their performance in the pre-test, and thus rejects the third main null hypothesis and accepts its alternative.

Table (3) The arithmetic mean, standard deviation, the two T-values (calculated and tabulated), the degree of freedom, and the statistical significance of the scores of the experimental group students in the pre and post social interaction test.

the sample	Sample volume	standard deviation	SMA	average arithmet	standard deviation	t values	degrees of freedom	Significance when touched

				ic of the differences		calculated	Tabular		(0,05)
Tribal	43	2,15	22,89	4,50	1,41	21,23	2,04	43	Statistically significant
after me		2,52	27,39						

Second: Interpretation of the results: After the researcher presents the findings of the research, the researchers attribute this result to the following reasons:

1. The morale reinforcements that the students received during the educational course contributed to increasing their classroom interaction towards the educational material.
2. Emphasis on linking the new knowledge with the previous knowledge, with the use of various methods at the beginning of the lesson to prepare students' minds for the new subject, such as Quranic verses, pictures expressing the subject, and short educational films that contributed to motivating students and raising their knowledge motivation.
3. The educational program also provided plans, teaching aids, and various classroom and extra-curricular activities that motivated the students to comprehend the subject matter more than the control group.

Third: Conclusions In the light of the results of the study, the researchers concluded the following:

1. Adopting the visual entrance strategies included in the program has been successful and effective in teaching and acquiring educational concepts, as well as developing social interaction among students.
2. Allowing the students of the two researchers to express their opinions freely and based on evidence and evidence, taking into account the ethical aspect of the response, led to an increase in students' motivation and enthusiasm for dialogue, discussion, and the exchange of opinions and ideas.

Fourth: Recommendations: - In light of the results of the current research, the two researchers recommend the following:

1. Adoption of the teaching program based on the visual approach in teaching the subject of curricula and teaching methods for students of the third stage, educational and psychological sciences departments in the faculties of education for humanities in Iraqi universities.
2. Holding scientific seminars in the College of Education, in particular, to clarify the concept of visual input and the possibility of benefiting from it in the field of higher education, and to provide teachers with a booklet explaining that.

Fifth: Suggestions: - Complementing the results of the study, the researchers suggest the following:

1. The effect of an educational program based on the visual approach on the achievement of educational and psychological students in the subject of foundations of education and the development of their deductive thinking.
2. Building an educational program based on the visual approach in the achievement of the students of the Department of Educational and Psychological Sciences in the subject of curricula and teaching methods, and developing their culture of dialogue.

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